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ABSTRACT

This booklet contains materials designed to assist local academic senate leaders in forming and leading stronger and more effective senates. Section I explains the sources and objectives of the booklet. Section II looks at the role of academic senates in California community colleges, while section III considers the characteristics of effective senate structures. Section IV highlights internal techniques for senate success related to continuity, communication, and leadership development. Sections V through VII discuss the relations of local senates with the statewide academic senate, with boards of trustees, and with collective bargaining agents. Section VIII examines the faculty role in accreditation, and section IX provides a list of state-level organizations concerned with the community colleges. Finally, appendices present state legislation affecting the academic senates. (LAL)

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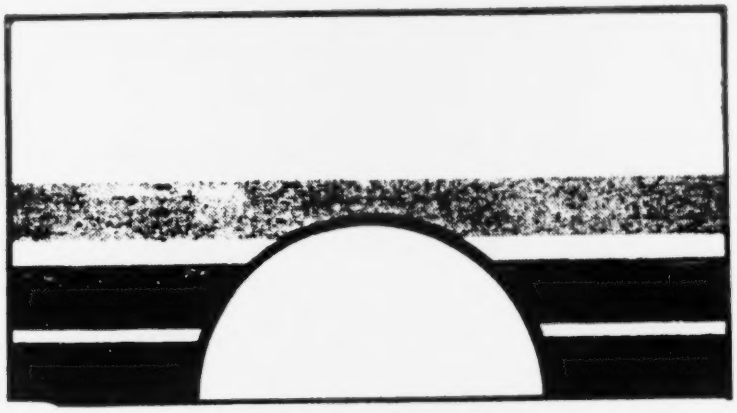

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THE ACADEMIC SENATE

for California Community Colleges

JC 860 578

Relations With Local Senates Committee

WORKING DRAFT #2

TOWARD A MORE EFFECTIVE SENATE

Prepared by the Relations with Local Senates Committee of the Academic Senate for California Community Colleges

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I. INTRODUCTION

Since the 1963 Assembly Concurrent Resolution providing for the establishment of academic senates, community college senates have grown in number and stature. With that growth has come increasing influence in academic and professional matters. In order to meet the greater responsibilites that attend that influence, senates should be organized to function efficiently and effectively. The goal of this booklet is to provide assistance to local senate leaders in forming and leading stronger and more effective senates.

Included are materials from The Role of Academic Senates in California Community Colleges, a position paper first adopted by the Academic Senate for California Community Colleges in 1976 and updated in 1978 and 1980. That portion of the booklet clearly outlines the legal rights and responsibilities of academic senates and should be read by all current and future senate leaders. Also included is an excerpt from another senate booklet, Faculty Role in Accreditation. That booklet contains extensive information on the Western Association of Schools and Colleges (WASC). Additionally, it contains tne requirements for accreditation and gives an overview of the components of the whole process. The Appendices contain sections of Title V of the Administrative Code pertaining to Academic Senates as well as those sections referring to criteria for courses and classes.

Topics for this booklet have been selected to assist local senates. While it is not possible to cover in any booklet all aspects of what makes a senate effective, the hope is that the following will be stimulating and helpful. If your local senate has practices that you find particularly effective, please share them with others and with the Chair of the Relations with Local Senates Committee.

Relations with Local Senates Committee
Academic Senate for California Community Colleges
1984

II. THE ROLE OF ACADEMIC SENATES IN CALIFORNIA COMMUNITY COLLEGES

Legal and Historic Basis of Community College Academic Senates in California

In 1963 the California State Legislature adopted Assembly Concurrent Resolution 48, which requested the State Board of Education "to provide for the establishment at each junior college of an academic senate or council wherein the faculty members shall be freely selected by their colleagues for the purpose of representing them in the formation of policy on academic and professional matters at such junior colleges."

By 1968 approximately 70 college academic senates had formed to represent their faculty to the local boards of trustees. However, the State Board of Governors of the California Community Colleges (BGCCC) was formed that year to consider and decide many educational issues of statewide concern. Thus a need existed for a formal channel whereby all local senates could pool their views and make recommendations on state educational issues to the new board as well as to other state agencies, such as the education committees of the California Legislature as well as the statewide senates of UC and CSU.

In the spring of 1968 a Constitutional Convention of local senates was formed in Oakland to draft a constitution for a statewide senate. The Faculty Association of the California Community Colleges (FACCC) and the California Community and Junior College Association (CCJCA) went on record supporting the formation of a statewide senate. A year later a majority of existing local senates (40) ratified the constitution, and the Academic Senate for the California Community Colleges was founded.

Since then, 102 colleges in California have formed college senates, and 96 of those have formally affiliated themselves with the Academic Senate. Additionally, six multi-college districts have perceived a need to form district senates in order to expedite faculty recommendations to district administrations and boards of trustees.

In the spring of 1978, the BGCCC acknowledged these historic developments by legalizing the district senates in Title V with the same rights, powers, and responsibilities they gave local college senates in 1968. In addition, the BGCCC formally recognized the Academic Senate as the statewide senate representing local academic senates "in order that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters." (See Appendix A, 53206 for full text.)

It is therefore the responsibility of the Academic Senate to inform local senates as well as to coordinate and represent their views on statewide educational issues such as academic standards, accreditation, articulation, basic skills, credentialing, curriculum, community involvement, grading policies, professional growth, student services, and any other matters of academic and professional concern.

In 1980, twelve years after the Constitutional Convention met in Oakland, the Legislature recognized the Academic Senate as it does the statewide senates of UC and CSU, by acting favorably on its request for partial funding.

The Purpose and Function of Academic Senates

Title V of the Administrative Code for Education, Chapter 1, subchapter 8, 53200-53205 (see Appendix A) defines the powers, rights and responsibilities of academic senates in California community colleges. This subchapter delineates both the purpose and the function of academic senates.

According to 53201, the purpose of the academic senate is "that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters . . ." Also according to 53200b, an academic senate is an organization whose primary function is "as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters."

The Role of the Academic Senates

The role of an academic senate is to participate effectively in the formation of college, district, or state policy. The faculty does not encroach on administrative powers, for they are concerned with carrying out or executing existing board policy, while the senate makes recommendations on changing or establishing new policy. Title V in the use of the phrase "to make recommendations" also clearly precludes the academic senate from encroaching on the powers and obligations of the board of trustees. However, this same phrase grants to the academic senate a unique charge and responsibility upon which the success or failure of board policy and procedure is dependent if such policy and procedure are to fulfill the public trust. For in no way can a board of trustees and administrators adequately, honestly, and responsibly discharge their public trust unless their decisions are validly based. This cannot occur without advice and recommendations from faculty who, from a unique viewpoint, closely associate with those for whom the entire system of education was designed -- the students.

Primary concerns of boards of trustees and administrators, such as implementation of legislation, tax rates, A.D.A., federal funding, grants, and other budgetary matters, along with building plans and curricular content, are not validly based unless boards of trustees and administration elicit and welcome faculty participation. Therefore, the Academic Senate feels that making recommendations furthering educational goals is of the utmost importance. The crucial importance of the legislative mandate cannot be sidestepped with cries that senates are "not being listened to." There is no necessity to identify "being heard" with "being agreed with." Title V guarantees only that the senate must be heard. And while there may be administrators or boards which may seem to ignore Title V in bad faith, such behavior is no excuse for the senate's not living up to its responsibilities in law.

Who Must Listen and To What?

According to Title V 53203-04, an academic senate, after consultation with the administration of its community college, "may present its written views and recommendations to the governing board. The governing board shall consider and respond to such recommendations." There are no restrictions as to subject matter except that it be in the realm of academic and professional matters and that it not be already a part of an existing collective bargaining agreement (see 3540). "Profession" is ambiguous. The Academic Senates view, however, is this: From their inception, the community colleges have been part of the Public School System and, thus, faculty have had a dual role: (1) traditional collegiate participants in governance and (2) employees. We feel that the professionalism referred to here is that of the professional as educator, not of the professional as employee. Additionally, "Upon request of the Academic Senate . . . the governing board or such board members or administrative officers as it may designate shall meet and confer with representatives of the Academic Senate . . . with respect to recommendations made or proposed to be made by the senate . . ." Third, such designation of a board representative "shall not preclude the representatives of an academic senate . . . from meeting with or appearing before the governing board with respect to the views, recommendations, or proposals of the senate . . . at a regular or special meeting of the boards." There are no restrictions here limiting subject matter, nor must the subject matter conform to the board's printed agenda. An orderly procedure would indicate that the board would have as part of the regular agenda an item related to "comments from the Academic Senate."

Extraordinary Duties

In Title V 53205, duties may be requested of the academic senate by administration or the governing board, and the academic senate may assume such responsibilities and perform such functions. A

final question remains. How does the academic senate maintain its role if requested to assume responsibilties or perform functions it feels are alien to its role? If the academic senate is requested to perform a function which, in the judgment of the senate, is dubiously related to "making recommendations with respect to academic and professional matters," the academic senate can either refuse to accept the request; or, as a viable alternative, the senate can designate a Select Committee to discharge the function requested by the administration or the governing board. If the latter method was chosen, the senate would then refuse to entertain any motion or discussion regarding the work of such a select committee except in the area of whether or not the select committee was carrying out the explicit charge given to it. Such a select committee after formation would be entirely responsible with respect to its decisions to those requesting the service.

III. LOCAL SENATE STRUCTURE

The Most Effective Structure for the Senate

A 1980 survey conducted by the statewide Academic Senate show that local senates vary widely in size and structure. There are, however, two organizational forms which predominate. These will be called "the senate of the whole" and "the elected senate."

The Senate of the Whole

In senates using this model, all faculty are senators. Coordinating the activities of the senate is some form of executive body, often called the executive committee or governing council. The executive body is usually comprised of officers (president, vice-president, secretary, treasurer) elected campus-wide, and departmental or divisional respresentatives, usually elected by the departments or divisions. Chairs of important committees can be members of the executive body to provide good communication between the committees and the coordinating body. Some senates include all full-time and part-time faculty, while others exclude some part-time faculty (usually on the basis of unit load). Unless the senate is small, meetings of the full body are generally infrequent.

The Elected Senate

In senates using this model, a small body of senators is elected much as in the state or federal senate. Executives are elected college-wide or by the senate once constituted. These senates, which can be quite large, generally meet regularly and often to conduct senate business. Senators are usually elected to represent departmental or divisional constituents, but at-large positions are commonly also available to provide senate seats for leaders who are not the first choice of their constituents. The number of senators to be elected from any department/division may be weighted according to the number of faculty in the group to be represented. Having important committee chairs as members of this body can be recommended as good practice, as it fosters good communication between working committees and the coordinating body. This model seems to be the more popular of the two just described.

All senates invariably incorporate a number of committees. A 1979 survey of approximately 75 local senates identified 93 distinct titles of committees incorporated in those senates. There were Educational Policy Committees (19 titles), Professional Matters Committees (23 titles), Campus Matters Committees (29 titles), Salaries and Benefits Committees (5 titles), Student Affairs Committees (5 titles), and Senate Business Committees (12 titles). Even given that many senates have identical titles for the same committee, e.g., Curriculum

Committee, it can be inferred that there is no common pattern of committee titles, and probably also inferred that there is no common structure of committees to address senate business. This may reflect that there is no particular need for such patterns to exist.

It is almost universally agreed that the most important committee to a senate is what we will call the Curriculum Committee. This committee guides and monitors the curriculum by reviewing existing and new courses and making recommendations to the campus administration regarding their status. In some colleges this committee is a joint college committee composed of senate-appointed faculty and administrators, while at others it is a committee of the senate composed only of faculty, with administrators serving as resource persons. Regardless of the auspices under which the committee serves, the senate has the legal, primary responsibility for the work of the committee. Since it is a senate responsibility, faculty should comprise a large majority of the committee, and the senate should make faculty appointments. If this is not the case at your college, efforts should be made in this direction.

While the law endues the senate with the right and the responsibility to represent faculty, it cannot be assumed that the senate has gained the right to make appointments of all faculty members to important college committees. In the 1979 survey previously mentioned, senates were asked, "Are faculty appointments to college committees made by the senate?" Only 48 senates answered a clear "yes," while 27 senates responded with "no," "usually," "sometimes," or "jointly with the President of the College." It has been a consensus position of the statewide Academic Senate from its inception to secure for local senates the sole right to appoint faculty to college committees. That goal has not been reached, but progress is being made.

IV. INTERNAL TECHNIQUES FOR SENATE SUCCESS -- CONTINUITY, COMMUNICATION, LEADERSHIP DEVELOPMENT

In this section the internal structure and processes that make senates successful are addressed. The focus will be on communication, continuity, and leadership development.

Communication

The keystone of any representative organization is an informed constituency. This is particularly true for an academic senate. Faculty members must be kept informed. Faculty members who have been properly informed, have had a chance to voice their own views, and have participated in forming the senate's position, are likely to support the position taken. Those left out are likely to promote their own opinions, thus undermining the senate's position. A true consensus is based on communication and equitable treatment.

While perfect communication can never be guaranteed, there are certain classic steps tht may be taken to enhance and improve it. Some suggestions are as follows:

1. Publish minutes of your senate meetings and send copies to all faculty. Sending copies to all administrative and staff leaders is also a good idea. An alternative is to post the minutes of senate meetings as well as those of college committees in department/division offices. One college provides all such minutes in a binder permanently placed in each department/division office.

2. Publish a newsletter. This is highly recommended. The newsletter can be used as a vehicle to communicate not only with faculty, but with the board of trustees, the college community (send copies to local newspapers and concerned groups, e.g. LWV, AAUW, etc.), and other colleges. Initially, keep the format simple and publish regularly, even if not frequently. The production of a newsletter usually requires a commitment on the part of a single individual who will take the responsibility of the physical production and on the part of senate leaders to provide the substance of the newsletter.

3. Sponsor workshops and forums on issues of greater interest. This vehicle may also serve as a good way to involve students.

4. Invite liaison or observers to executive body and committee meetings. Administrators should serve as ex-officio, non-voting members of your committees -- for everyone's mutual benefit. Students, invited through the associated student government, can often provide meaningful viewpoints and perspective to committee discussions.

5. The senate president should meet regularly with the college president and the chief academic administrator (Dean of Instruction, Vice President in charge of Academic Affairs, etc.) One possibility is to have a fixed time when the senate president and college president meet. This establishes the precedent that the senate president does not need formal appointments to see the president or vice president of the college. A senate is required to confer with the administration before approaching its board with policy recommendations. Having a standing working relation facilitates communication when special occasions arise. Without a working relationship, any policy recommendation is less likely to generate administrative support. It has also been found that providing suggestions and recommendations to administrators when a policy recommendation is formulated allows for more effective presentation of the faculty perspective and results in the development of a better recommendation.

6. In a multi-college district, form a district senate. A district senate presents an excellent opportunity for enchanced faculty communication as well as the potential for more effective participation in the formulation of district policy. In most district senates any policy recommendation to the administration or board must be supported by all colleges. A board of trustees will be more receptive to a presentation including previously-worked-out compromises than it will to multiple presentations that are usually repetitious and often contradictory.

7. Establish policies that ensure that departmental/divisional representatives communicate regularly with their constituents. Some senate representatives feel that they have fulfilled their obligation by simply attending meetings. Representatives must be made to understand that they must seek out their constituents' views if they are adequately to represent them.

Continuity

Most senates have continuity problems at one time or another. With some, the strength of the senate grows or declines with changes in senate president. Others are effective during the academic year and lose track of some activities over summer recesses. Leadership development will be addressed later, but here it would be wise to address structural continuity. A number of good suggestions have been made by local senates which have found them to be successful:

1. Have all committees create an old business calendar at the end of each year. By this device the committees will not lose direction over the summer or because of large changes in membership of the committee.

2. Set goals for the senate at the end of each year for the following year. This can be most effectively done by the outgoing and incoming officers at the end of the year. Thus, a blend of unfinished business and new business can be incorporated into the goals. Actively seek out the current issues for the year. Establish priorites for those issues and seek to anticipate future issues.

3. Make a year-end report to the faculty on senate business and accomplishments. A report on the progress made on the year's goals and a statement of next year's goals provides an excellent format for such a report. This serves as an excellent communication device as well.

4. Establish senate archives. Find a faculty member who will serve as archivist. The archivist merely keeps copies of all senate documents in roughly chronological order. These files can be invaluable for picking up lost threads of effort and can also be used to settle disputes. (Some senate's archives are superior to administrative records.)

5. Establish the office of past president. Having the previous senate president sitting on the executive board is an excellent way to maintain continuity. Usually the past president is asked to do only nominal duties.

Leadership Development

Leadership development is often the most difficult problem facing most senates. Progress is often slow, taking place over years, and the good work of years can be undermined by seemingly trivial events. But since so much depends on adequate leadership, it is imperative that some consideration be given to the development of future leaders. In this endeavor senates must be active since there are no passive measures that work. Some senates have had the same leaders for years, but this situation tends to be rare and accentuates the difficulties faced when leadership changes. New leaders must be sought out, asked, and encouraged to serve.

1. Use the vice-presidency as a training ground for the presidency. This procedure ensures that the person who is to be the next president has the opportunity for meaningful orientation and training. (This position may also be referred to as president-elect.) This practice can pose some problems, however, when the president serves multiple terms.

2. Establish the office of past president. In addition to the advantages mentioned in item 5 under continuity, the past president can be a great aid to a fledgling president. Knowing that such guidance will be available is encouraging to those considering the office of president.

3. Encourage newly active senators by giving them meaningful assignments. Nothing is quite as discouraging as being given nothing to do. Also, it is difficult to evaluate the potential of new leaders unless they are allowed to perform. The monopolizing of choice tasks leads to ill-feelings and should be discouraged.

4. Do not hide the fact that people are being actively encouraged into leadership positions. People should be apprised that they have recognized leadership potential and that they are being encouraged. Honesty is the best approach.

5. Form an elections committee to seek out potential senators or candidates for office. Often this committee is best made of past presidents who, because of their experience, carry more weight when recruiting candidates.

6. Encourage active senators to attend pre-conference area meetings. This would serve as an opportunity to meet potential resource people as well as gain knowledge of statewide and local issues.

V. RELATIONS WITH THE STATEWIDE ACADEMIC SENATE

The Role of the Local Senate in Reference to the Statewide Academic Senate

The Academic Senate for California Community Colleges was established in 1969 to represent community college faculty for academic and professional matters of statewide concern. It is, in effect, a senate of senates, with each local senate being a member. In addition, any multi-college district that forms a district senate is also accorded membership. Each member senate appoints a delegate to represent it at senate sessions that occur each fall and spring. These sessions, or conferences, allow the delegates to come together and decide what efforts are to be supported by the Academic Senate. Subscriptions are solicited from the member colleges to support those efforts. These requests are sent directly to college presidents, and the funds usually come from your district's organizational dues budget.

The Academic Senate is served by an Executive Committee, which is comprised of its officers (President, Vice-President, Secretary, Treasurer, and Past President) and ten representatives. One representative is elected from each of four regions in the state called Areas. Two representatives each are elected from the northern and southern parts of the state. The remaining two representatives are elected at large; that is, with no geographical restriction. Executive Committee representatives living in each area are responsible for assisting their local senates and for calling, organizing, and conducting meetings of the delegates from the Area colleges. These Area meetings occur approximately once each semester prior to the assembly of the delegates at the statewide conferences.

The Academic Senate also supports a number of committees. Two committees are specifically authorized by the by-laws of the Senate: the Educational Policies Committee and the Research Committee. All other committees are ad hoc. Some of these committees address internal matters: Annual Report Committee, Archives Committee, Relations with Local Senates Committee, Newsletter, Nominations and Elections Committee, etc., while still others address matters external to the Senate: Accreditation Committee, Articulation Committee, Finance Committee, Legislation and Political Effectiveness Committee, etc. These committees are normally chaired by a member of the Executive Committee. The Academic Senate also maintains liaison with numerous other organizations. Examples of such are the Chief Instructional Officers, University of California Senate, University of California Board of Articulation, and Relations with Schools, California Postsecondary Education Commission

(CPEC), English and Math Councils, California Association of Community Colleges (CACC) and others. In addition, the Senate is represented on numerous Chancellor's Committees. There are no restrictions as to who may serve on these committees other than that they must be community college faculty. Recommendations of prospective committee members are solicited on a regular basis, and one may also recommend oneself for service.

The Academic Senate has achieved substantial and significantly greater recognition and responsibility in recent years due to the hard work of the many people who have filled the positions described above, but this booklet will focus on the most important link between the local senate and the statewide senate: the delegate representing the local senate.

The role and responsibilities of the delegate can be seen in the list of duties of the delegate, who shall

1. be responsible for representing the local academic senate at area meetings and Academic Senate general sessions;
2. keep the local senate president apprised of relevant state-level actions or developments for debate or action at the local level;
3. serve as liaison between the local senate and the Academic Senate, communicating concerns to appropriate Executive Committee members;
4. report positions of the Academic Senate to the local senate following area meetings and general sessions;
5. encourage and assist the local senate president in gathering data for research projects of the Academic Senate;
6. communicate with other area delegates and local senate presidents in order to foster better communication between faculties;
7. inform potential or newly elected delegates to the Academic Senate of responsibilities; and
8. circulate widely on campus all communications received from the Academic Senate.

Because of the extent of these duties, the Academic Senate has recommended that a delegate serve a multi-year term so that the necessary experience can be acquired. It is additionally recommended that the local senate president attend Academic Senate conferences whenever possible to assist the delegate and to become better informed on statewide matters.

A closer look will now be taken at a delegate's duties arranged around the focal point of the delegate's activites, the general and special sessions of delegates. Suggestions will also be offered to make delegate participation more effective.

Pre-conference Activities

Prior to any Academic Senate session, a packet of background material is sent to all delegates. These materials may be

committee reports, concept papers, or informational releases and will include the program for the session. These materials must be shared with the local senate or executive body as quickly as possible so that preliminary discussions can occur. Several weeks prior to the general session, an Area meeting will be called. At that meeting, delegates are able to discuss issues with their counterparts at neighboring colleges, and gather information or ask for clarifications from the Executive Committee members who are present. Resolutions to be carried to the session may be drafted at the meeting. A full report on the content of discussions and actions taken needs to be made to the local senate as soon as possible. The haste is necessary because all of these activities take place over just a few weeks, and the delegate must be concerned with obtaining the clearest possible direction from his or her senate.

Some suggestions to enhance the delegate's efforts to facilitate the process are as follows:

1. Provide a regular spot on the local senate agenda or executive body agenda for a report from the delegate.

2. Prepare a tentative calendar of events with the delegate. Most general sessions occur at about the same time each fall (late October-early November) and spring (April), so Academic Senate activites can be anticipated and planned.

3. Have a regular column in your newsletter for a report of the delegate on statewide matters. If the delegate is unwilling or unable to write such a column, it can be written by someone else from written materials and interviews of the delegate.

Conference Activities

Academic Senate general sessions last two days. The first day is comprised of presentations, breakout discussion groups, and resolution writing. The second day involves the review of all resolutions that were submitted, the drafting of amendments, and the debate and voting on the resolutions. In addition, at each Spring Session, elections are held for positions on the Executive Committee. All delegates to the Senate, local senate presidents, and members of the current Executive Committee are eligible to run, so some consideration should be given to the candidacy of the delegate or senate president. If the delegate is attending a first conference, it is very important to attend the special orientation for new delegates. New delegates are encouraged to ask questions at any time during the conference so that they can be oriented as quickly as possible. All members of the Executive Committee and other experienced delegates welcome those questions, not only because answering such questions is a part of their responsibilities, but they are also happy to be of service.

It is not possible for a single delegate to attend all of the breakout discussion groups because many of them occur simultaneously. If a college senate sends more than one delegate (only one may be the voting delegate) or if a district is multi-college and thus sends more than one delegate, caucus and divide the sessions among delegates so that as many sessions are covered as possible. For example, a district with three colleges and a district senate can have four voting delegates and as many other non-voting delegates as it can send, so those attendees can be at simultaneous discussion meetings. Any voting delegate can draft resolutions to be taken to the assembly for debate and vote, but each resolution must be seconded by four other voting delegates. Non-voting delegates can also draft resolutions but must get voting delegates to carry and second them. These resolutions are extremely important because, at a minimum, they constitute the official position of the Academic Senate and provide direction for the activities of the Executive Committee. Most often, the resolutions provide direction for a number of years.

During the second day of the general session, delegates review typed copies of all of the resolutions with other voting and non-voting delegates, usually from their Area. Time is provided for the review and for the drafting of written amendments. The resolutions and amendments are then debated and voted upon. (Non-voting delegates may take part in the debate but may not make motions or vote.) In addition to these activities, individual copies of a large number of informational materials are available. Most delegates try to acquire copies of all these for later review by their local senates.

Some of the suggestions that have been made are the following:

1. If a delegate is new to the position, an experienced delegate should be found to act as a resource person or mentor at the general session. A more experienced delegate from the district or from one of the other colleges in the Area will generally be willing to do this and will prove to be an invaluable aid.

2. Elect a delegate for a three-year term and, if possible, overlap the terms so that both the outgoing and the incoming delegates can attend a conference together. This mechanism ensures continuity of service and preserves some of the experience of the outgoing delegate.

3. Take advantage of the Executive Committee members who are part of your Area. Their phone numbers and addresses are listed in the Senate directory, and they will be generally quite familiar with local problems because that is part of their responsibility.

Post-Conference Activites

Shortly after the general session, a compilation of all of the resolutions will be sent to each delegate and to each board of trustees in the state. Along with each resolution is a statement of the disposition of each resolution (a list of people and/or groups to which it was presented). Delegates should report to local senates the activities that took place and the resolutions passed. In addition to the suggestions already made, we add the following.

1. The delegate and senate president should present to the administration all resolutions appropriate to the local college or the district. Even though the board gets a copy of all of the resolutions, a formal presentation of the resolutions the local senate thinks are most significant gives them additional weight. The positions of the Academic Senate are local senate positions on statewide issues. Before the college or district senate takes a position on a statewide issue, always check to see if you are already on record with a position through the statewide senate. If a local resolution is passed contradicting an Academic Senate resolution, the internal contradiction diminishes future effectiveness. In any such situations it is probably prudent to consult with Executive Committee members in your Area or with the Academic Senate President.

2. A permanent file of Academic Senate resolutions should be maintained. This file can be a great aid in helping to orient new delegates and in monitoring the progress the Academic Senate is making accomplishing the goals of past resolutions.

3. The packet of background paper mailed before sessions and given out at sessions should also be filed permanently. Copies can be made and some distributed appropriately to the administration or board.

VI. RELATIONS WITH BOARDS OF TRUSTEES

In order to be successful, a senate must establish good relations with its board of trustees. This does not mean that the senate must agree with the board in all matters. It does mean that a professional relationship needs to be established that involves mutual awareness of, and respect for, the other's positions. Trustees are entrusted with the responsibility for proper operation of the district. To meet that responsibility, trustees establish policy and monitor its implementation. Title V of the State Adminstrative Code requires specific actions of boards and restricts many other kinds of actions a board may take. While these laws can be complicated, they can be understood by the college community. Senates should refer to Title V for clarifications of the responsibilities of trustees.

A representative of the senate should attend all board meetings. It is not enough to depend on reports and minutes of the meetings. There are also occasions at board meetings when unexpected issues arise that require a senate response of concern even though the senate may not have developed a formal position on that issue. It is desirable to have the senate representative recognized as part of the formal agenda. Some senates have an informational report as part of the agenda, and some have seats at the table of resource people (fiscal officers, vice-chancellors, etc.). If the senate representative speaks only from the audience, and must formally request time to speak to issues at length, a better arrangement needs to be made. It is difficult to establish a professional relationship on such an ad hoc basis. When the senate representative has the chance to speak, do not waste the board's time with trivia such as blanket invitiations to a school play or descriptions of social events. These are much more effectively done on paper. Speak plainly and directly to issues so that the board can grasp the senate's position with a minimum of effort. If there is no report, simply say so. Do not feel obliged to fill time just because the senate was called upon.

In order to be able to put the senate's concerns in perspective and to be fully informed, the senate should request copies of all board materials that are sent to board members prior to each meeting. This is a reasonable request which most administrations grant without argument. Review all of the board materials and respond in writing to those items of greatest import which are within the purview of the senate. This technique is especially important if the senate is not formally recognized at board meetings because letters to the board become part of the public record. Arguments in writing are likely to receive more consideration than oral arguments simply because the Board can take more time to study them.

All of the above notwithstanding, it is very difficult to conduct business in public board meetings. It is virtually imperative to establish relations with board members outside of regular business meetings. The Brown Act does not allow a majority of the board to meet to conduct business unless in public meeting. This means that board members must be addressed as individuals or in small groups. Some of the devices used by senates to establish professional relations with their boards are outlined below.

1. Invite a board member to breakfast (at senate expense) once a month to discuss general topics. This is not the time to engage in major controversies but a time to build rapport and establish relationships. Since all of the trustees should be invited in turn, this does not require a large commitment of time from any single trustee. Most trustees welcome the opportunity to talk shop with faculty leaders.

2. Provide the board with minutes of senate meetings or the senate newsletter. Trustees, like teachers, tend to be busy people, so if your minutes are extensive, a digest or summary will be appreciated and be more likely to be read. Avoid including any trivial or nonsubstantive items.

3. Invite board members to statewide Academic Senate Conferences. More than a few trustees have gained a different perspective on the level of knowledge, energy, and commitment of senates from their observations at one of these conferences.

4. Attend all board meetings.

5. Request a regular slot on the board agenda to report on academic and professional matters. Make short, succinct informational reports. If the board asks for the senate's position on a controversial issue and the senate has no formal position as yet, be sure not to speculate on what that position might be. Just state that there is no current position but that the issue will be discussed and a response given to the board's request. To do otherwise encourages miscommunication and can lead to bad feelings should eventual misunderstanding occur.

6. Send materials to the board that would be helpful to their educational perspective or that support a faculty position.

7. Arrange study sessions with the board on an annual or semi-annual basis to discuss faculty concerns on academic and professional matters. Often a good time is after a statewide Academic Senate Conference so that issues discussed and resolutions passed at the Conference may be shared with the board.

In a multi-college district, the formation of a district senate is effective in presenting faculty views to the administration and board. This does not preclude a college senate from expressing its own views but will usually eliminate the conflicting opinions that frustrate the boards and lessen faculty effectivess. It is common in district senates to require unanimity before a position can be taken.

VII. RELATIONS WITH COLLECTIVE BARGAINING AGENTS

According to SB 160, employee organizations represent their members in employment relations until (and if) a specific organization is certified as the exclusive representative, whose "scope of negotiation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment." "Terms and conditions of employment" are then defined in the law so that the scope of representation is narrow. However, consulting rights are granted to the exclusive representative on definition of educational objectives and curricular matters, and the California Supreme Court has issued an opinion that an employee organization and a community college district can agree to negotiate virtually anything. It is therefore particularly important in the areas of educational and curricular matters that close cooperation between senates and employee orangizations exist to ensure that the senates have responsibility and the power to make recommendations on academic and professional matters (see Appendix A, 53203-53204). The scope of senates historically has been broad in California, covering all academic and professional matters. In addition, SB 160, quoted in Appendix A, does not intend to restrict, limit or prohibit the full exercise of the functions of an academic senate unless they conflict with existing collective bargaining agreements.

The responsibility of the academic senate is quite clear. To the extent that the matter under consideration is one of wages, hours, or the general personal benefit of employees, it is clearly in the province of the employee organization. To the extent that a matter (possibly the same matter) may involve the furthering of educational goals, even to the detriment of personal benefit of faculty, the matter is in the province of the academic senates. Failure to draw this distinction and to implement the responsibility inherent in it could justifiably result in a loss of credibility in the senate and even in the demise of the senate itself as a body to carry out the intent of the legislative mandate given it.

There seem to be two prevailing strategies regarding relations with employee organizations. Both are based on the same principle -- the avoidance of contention. The first of the two strategies involves the drafting of a delineation-of-function agreement. This agreement can be a simple or complex document which states those functions within the purview of the employee organization exclusively, those within the purview of the senate exclusively, and those that are to be shared by the two. Such agreements should be carefully adhered to once generated. Often these agreements are part of an overall plan of cooperation and communication. The statewide Academic Senate recommends that all senates pursue such an agreement with their employee

organization. Sample agreements may be obtained from the secretary or archivist. The second strategy is to deliberately avoid a delineation-of-function agreement. This allows each group to respond individually to all issues. With this strategy, there is the presumption that the concerns of the two groups are sufficiently different that large areas of overlap and therefore potential conflict do not exist. Clearly, communication is critical to this strategy. The desired level of communication can be easily accomplished by maintaining liaison between the two groups' executive bodies.

VIII. FACULTY ROLE IN ACCREDITATION

Accreditation is a process of peer review through which the quality of an institution or program is assessed against pre-established and pre-published standards. It is a non-governmental process whereby instiutions voluntarily form associations for the purpose of self-regulation and self-improvement of their operations. The voluntary nature or institutional accreditation distinguishes it from charters, authorizations, approvals or registration of institutions or licensure or certification of individuals to provide professional services, granted by governmental agencies.

On the other hand, these voluntary and non-profit accrediting associations can be considered as quasi-governmental in that they function as representatives of the public interest. To this end, it is expected and usual that accrediting associations include representatives of the public whose role is to maintain and increase sensitivity to public interests, rather than to promote a narrow or conservative educational viewpoint.

It is now generally agreed that the purposes of accreditation include the following:

1. Certifying that an institution has met established standards;
2. Assisting prospective students in identifying acceptable institutions;
3. Assisting institutions in determining the acceptability of transfer credits;
4. Helping to identify institutions and programs for the investment of public and private funds;
5. Protecting an institution against harmful internal and external pressures;
6. Creating goals for self-improvement of weaker programs and stimulating a general raising of standards among educational institutions;
7. Involving the faculty and staff comprehensively in institutional evaluation and planning;
8. Establishing criteria for professional certification, licensure, and upgrading courses offering such preparation; and
9. Providing several considerations used as a basis for determining eligibility for federal assistance.

The faculty should actively participate in the accreditation process. It is highly desirable that a faculty member appointed by the local senate serve as chair or co-chair of the college self-study steering committee. The individual committees appointed to address the ten standards in the accreditation process should have broad participation and include faculty, classified staff, students, and administration,

with each committee selecting its own chair. Each senate should have in its files a copy of the Handbook of Accreditation and Policy Manual issued by the Accrediting Commission for Community and Junior Colleges. The faculty should also participate in the annual report filed with the Accrediting Commission.

IX. STATE LEVEL ORGANIZATIONS AND THE COMMUNITY COLLEGES

Department of Finance. Is responsible to the Governor. Staff develops the state budget. Advises the Governor and the legislature on finance legislation. Acts as a quality control mechanism in the administration.

Legislative Analyst. Staff advises the legislature on proposed fiscal matters. Roles for the legislature similar to that of Department of Finance for the Governor.

California Postsecondary Education Commission (CPEC). Appointed by the Governor, fifteen commissioners serve a four year term. Each segment of postsecondary education (US, SCU, CCC, private universities and colleges) is represented on the Commission. Through the services of its directors and staff, the Commission is responsible for coordinating the efforts of all levels of postsecondary education in California. May make recommendations to the legislature.

Board of Governors of the California Community Colleges. Fifteen members appointed by the Governor: thirteen members appointed to a four year term, a student to a one year term, and a faculty member to a two year term. Develops rules and regulations governing the community colleges and places these mandates in Title V of the Administrative Code for Education by absolute majority vote (8 ayes votes). Reviews local district compliance with education law. Advises the legislature regarding the need and wisdom of statute for the community colleges.

Chancellor's Office. Composed of the Chancellor (appointed by the Board of Governors) and approximately 130 administrative and clerical staff most of whom are civil service employees. Advises the Board of Governors on policy matters and administers the policies adopted by the Board.

The Academic Senate for California Community Colleges. Designated in Title V as the offical representative of the faculty on professional and academic matters. Caps the process of faculty governance in the California Community College system. Composed of Senators (representatives) from each community college, and led by an executive committee elected by the Senators. Develops and advocates faculty positions on academic and professional matters, representing them to the Board of Governors, the Chancellor's Office, the legislature, the local colleges, and the systems of education in the state.

Local Academic Senates. Authorized by Title V as the official instrument of faculty governance at the local college level. Develops and advocates faculty policy on academic and professional matters, representing them to the local administration and Board of Trustees. May also represent their interest at the state level.

California Federation of Teachers. Affiliated with the American Federation of Teachers and the AFL-CIO. Represents its members in the collective bargaining for wages, benefits, and working conditions at the local level. Also represents its members on issues concerning them before the Board of Governors and the legislature.

California Teachers Association. Affiliated with the National Education Association. An employee organization performing functions similar to those of the CFT.

Faculty Association for California Community Colleges. A professional association representing its members interests at the local and state level. Unlike the CTA and AFT, FACC confines its membership and activities to California Community Colleges, and does not engage in collective bargaining.

California Community College Student Government Association. Composed of representatives from the local college student government association. Develops and advocates policies of interest to students, representing them to the Board of Governmors, the Chancellor's Office, the legislature, and the local colleges.

Association of Community College Administrators. A professional association for administrators. Develops and advocates policies of interest to its members, representing them at the state and local level.

California Community College Trustees. Composed of representatives from local boards of trustees. Develops and advocates policies of interest to local trustees at the state and local level.

California Association of Community Colleges. (CACC) Composed of representatives from students, faculty, trustees, and administrators. Develops and advocates policies of interest to its members and advocates them at the state and local level.

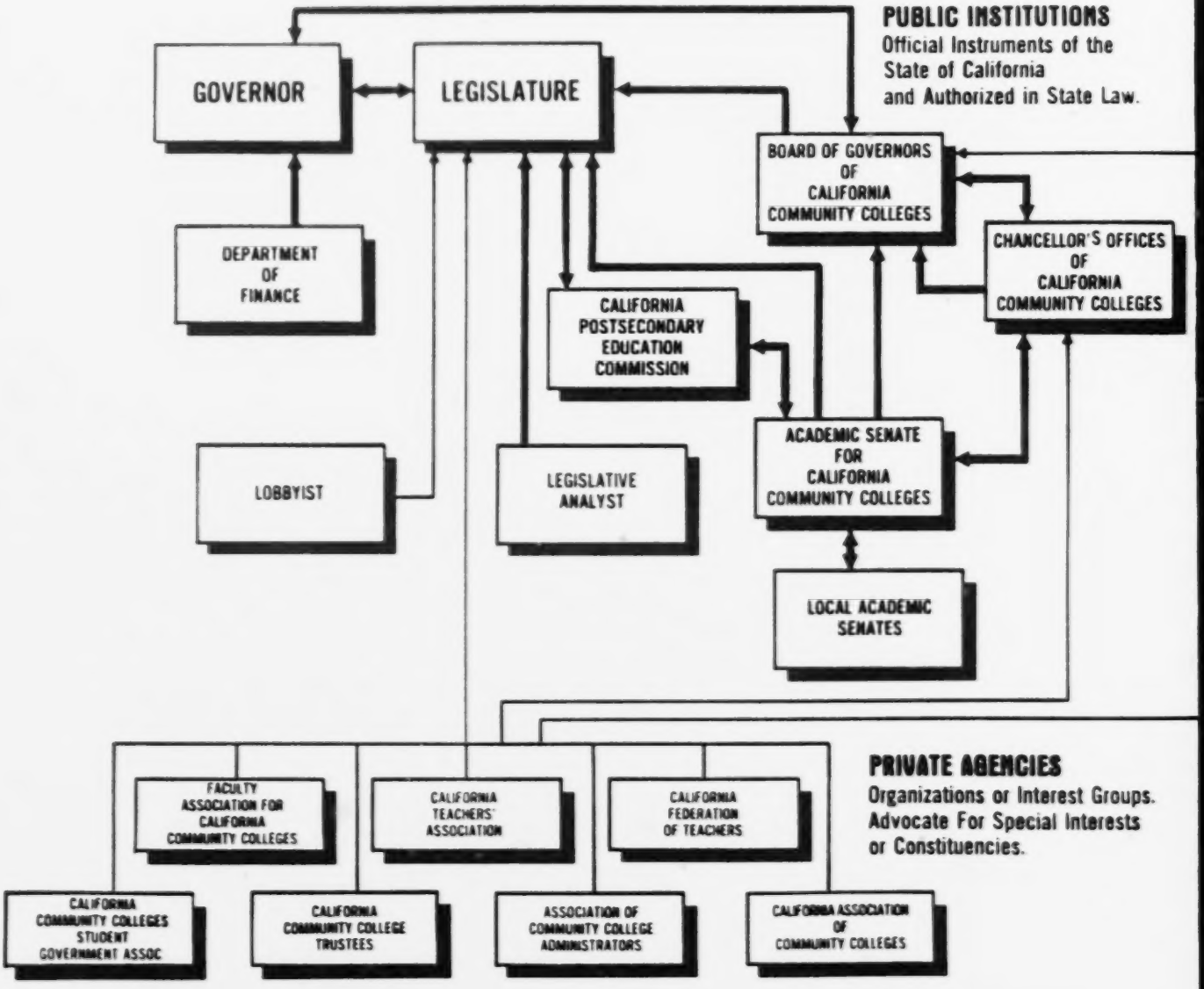
Funding

CTA, CFT, FACCC, and ACCA are supported by dues paid by members. CCCSGA is supported by dues paid by local student government associations and a small amount of state money used primarily to fund student representatives on state task forces and committees.

CCCT and CACC are sustained by public funds derived through institutional memberships. The local Academic Senates are generally funded in local district budgets although several are supported by contributions from faculty members.

The statewide Academic Senate is funded by contributions from local districts and by a legislative apportionment of state funds accounted in the state Chancellor's budget. All other public insitutions listed are funded by the state government.

STATE LEVEL ORGANIZATIONS AND THE COMMUNITY COLLEGES


PUBLIC INSTITUTIONS
Official Instruments of the State of California and Authorized in State Law.
GOVERNOR
LEGISLATURE
BOARD OF GOVERNORS OF CALIFORNIA COMMUNITY COLLEGES
DEPARTMENT OF FINANCE
CHANCELLOR'S OFFICES OF CALIFORNIA COMMUNITY COLLEGES
CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES
LOBBYIST
LEGISLATIVE ANALYST
LOCAL ACADEMIC SENATES
PRIVATE AGENCIES
Organizations or Interest Groups. Advocate For Special Interests or Constituencies.
FACULTY ASSOCIATION FOR CALIFORNIA COMMUNITY COLLEGES
CALIFORNIA TEACHERS' ASSOCIATION
CALIFORNIA FEDERATION OF TEACHERS
CALIFORNIA COMMUNITY COLLEGES STUDENT GOVERNMENT ASSOC
CALIFORNIA COMMUNITY COLLEGE TRUSTEES
ASSOCIATION OF COMMUNITY COLLEGE ADMINISTRATORS
CALIFORNIA ASSOCIATION OF COMMUNITY COLLEGES

X. APPENDICES

Appendix A

I. Title V of the Administrative Code
Subchapter 2 -- ACADEMIC SENATES

53200. Definitions. For the purpose of this subchapter:
(a) "Faculty" means those certificated persons who teach full-time in a community college or other full-time certificated persons who do not perform any service for the college that require an administrative or supervisory credential.
(b) "Academic senate" and "faculty council" means an organization formed in accordance with the provisions of this subchapter whose primary function is, as the representative of the faculty, to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters.
Note: Authority cited for Chapter 1, Subchapter 2: Sections 193, 197, and 22650 Education Code.

53201. Academic Senate or Faculty Council.
In order that the faculty may have formal and effective procedure for participating in the formation of district policies on academic and professional matters, an academic senate or faculty council may be established at the college and/or district level.

53202. Formation; Procedures; Membership.
The following procedure shall be used to establish an academic senate or faculty council:
(a) The faculty of a community college shall vote by secret ballot to form an academic senate or faculty council.
(b) In multi-college districts, the faculty of the district colleges may vote whether or not to form a district academic senate. Such vote shall be by secret ballot.
(c) The governing board of the district shall recognize the academic senate or faculty council and authorize the faculty to:
(1) Fix and amend by vote of the faculty the composition, structure, and procedures of the academic senate or faculty council.
(2) Provide for the selection, in accordance with accepted democratic election procedures, of the members of the academic senate or faculty council.
(d) The faculty may provide for the membership of part-time faculty members in the academic senate or faculty council.
(e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate or faculty council with the same functions as stated in 53200b and 53201.

53203. Powers.

After consulation with the administration of its community college, the academic senate or faculty council may present its written views and recommendations to the governing board. The governing board shall consider and respond to such views and recommendations.

53204. "Meet and Confer."

Upon the request of the academic senate or faculty council and subject to Chapter 9 (commencing with Section 54950) of Part 1, Division 2, Title 5 of the Government Code relating to public meetings when applicable, the governing board or such board members or administrative officers as it may designate shall meet and confer with representatives of the academic senate or faculty council with respect to recommendations made or proposed to be made by the senate or faculty council. The designation of board members or administrative officers as provided herein shall not preclude the representatives of an academic or a faculty council from meeting with, or appearing before, the governing board with respect to the views, recommendations, or proposals of the senate or council at a regular or special meeting of the board.

53205. Duties Assigned by Administration and Governing Board.

An academic senate or faculty council may assume such responsibilities and perform such functions as may be required of it by the administration of its community college or the governing board of the district maintaining its community college.

53206. Academic Senate for California Community College.

(a) In order that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters, an Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of Community College academic senates or faculty councils before the Board of Governors and the Chancellor's Office.

II. 3540: Government Code, Title 1. (SB160)

It is the further intention of the Legislature that nothing contained in this chapter shall be construed to restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of such school district with respect to district policies on academic and professional matters, so long as the exercise of such functions does not conflict with lawful collective agreements.

ALBERT S. RODDA

CALIFORNIA LEGISLATURE

Senate

November 23, 1976

Mr. Norbert S. Bischof
468 Michigan Avenue
Berkeley, CA 94707

Dear Mr. Bischof:

Thank you very much for your thoughtfulness in writing me with respect to my comments at the San Diego meeting of the ASCCC. I also enjoyed very much the brochure entitled "The Role of Academic Senates in California Community Colleges." I found the views very well stated and, in my view, quite clear. In fact, I must indicate that the views expressed in the brochure reflect my own perception of the role of the academic senate. It was because I had such a conception of the academic senate that I wished to provide a limited scope in the collective bargaining procedure as it related to the community colleges. Absent such a limitation, the academic senates would ultimately find themselves eliminated from the process of exercising a professional faculty responsibility. I am hopeful that the intent language of the law and the limited definition of scope contained therein will provide the means by which the academic senates will be able to continue to exercise the function which historically has been assigned to them as a consequence of the provisions of Title V and basic policy as it has been reflected in the past in many community college districts.

. . .

I am enclosing a paper in which I briefly summarize the legislative activity which ultimately resulted in the enactment of SB 160.

Sincerely,

ALBERT S. RODDA
State Senator

Enc.

BEST COPY AVAILABLE

III. Relations with the Chancellor's Office

Five points outlining cooperation between the Chancellor's Office and the Academic Senate were recommended to the Board of Governors of the California Community Colleges by Chancellor Craig in 1979. Since then Chancellor Hayward has agreed to these points in full and to their publication in this brochure. These points are stated in the following memo:

July 26, 1979

TO: Board of Governors

FROM: William G. Craig

SUBJECT: Addenda to the Academic Senate Report

As addenda to the Academic Senate report, I would like to recommend:

1. Regular meetings with the Chancellor and representatives of the statewide senate.

2. Officers of the Academic Senate should be placed on the Chancellor's Office mailing list for receipt of agenda items, reports, and other pertinent papers of interest to faculty.

3. The Chancellor should be invited to attend meetings of the Senate.

4. Under Title 5, Administrative Code Sections 53201 and 53206 district administrations should be urged to involve local senates in reports and information coming to the Board of Governors and the Chancellor's Office.

5. The Chancellor should request names for committee appointments and consult with the Academic Senate in appointing faculty to Chancellor's task groups and committees.

Appendix B

55002. Standards and Criteria for Courses and Classes.

(a) A credit course is a course which, at a minimum:

(1) Is recommended by the responsible college officials and the academic senate or other appropriate faculty body as being of appropriate academic rigor and has been approved by the local district governing board as a collegiate course meeting the needs of the students eligible for admission.

(2) Is taught by a credentialed instructor.

(3) Is offered as described in an outline and/or curriculum guide in official files. That outline and/or curriculum guide shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate readings and writing, and outside assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.

(4) Is taught in accordance with a set of instructional objectives common to all students.

(5) Provides for measurement of student performance in terms of the stated course objective and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55758 of this part and which is permanently recorded as an evaluation of student performance.

(6) Grants units of credit based upon a specified relationship between the number of units assigned to the course and the number of lecture and/or laboratory hours of performance criteria specified in the course outline.

(7) Shall require the completion of appropriate prerequisities for the course before students are enrolled.

(8) Allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000 Sections 55761-55763 and 58161 of this part).

(b) A noncredit course is a course which, at a minimum:

(1) Is approved by the local district governing board as a course meeting the educational needs of the enrolled students.

(2) Is taught by a credentialed instructor. A supplementary lecturer need not hold a credential if he or she lectures fewer than four times in a semester or quarter.

(3) Treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement appropriate for the enrolled students.
(4) Is conducted in accordance with a course outline and/or curriculum guide in official college files. That outline and/or curriculum guide shall specify the scope, objectives, content, instructional methodology, and methods of evaluation for determining whether the course objectives have been met.

(c) A community services class at a minimum:
(1) Is approved by the local district governing board.
(2) Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.
(3) Provides subject matter content, resource materials, and teaching methods appropriate for the enrolled students.
(4) Is conducted in accordance with a predetermined strategy or plan.
(5) Is open to all members of the community.
(6) Attendance in community service classes may not be claimed for apportionment purposes.

Note: Authority cited: Sections 66700, 71020, 71027,and 78405, Education Code. Reference: Sections 71027, 78200, and 78405, Education Code.

55150. Approval of Noncredit Courses and Programs

(a) Courses or programs offered for noncredit shall be approved by the Chancellor in accordance with Section 55100 on forms provided by the Chancellor's Office.

(b) Course outlines for all noncredit courses shall be on file in the community college offering the course.

(c) Authorities of each community college maintaining noncredit courses shall keep such current records and reports as may be required by the Chancellor.

55160. Approval of Community Service Classes

(a) Districts are authorized in accordance with the provisions of Artice 7 (commencing with Section 78300) of Chapter 2, Part 48 of the Education Code to approve and conduct community services classes without the approval of the Chancellor. The classification of all such classes shall be reported to the Chancellor in accordance with Section 55001.

(b) Community services classes shall not be referred to as noncredit classes.

55170. Contract Classes

(a) Notwithstanding subdivision (c) of Section 55000, "contract classes" means those classes which a community college district offers in fulfillment of a contract with a public or private agency, corporation, association, or other body or person.

(b) No approval of a contract class is required if the district does not claim state support for the class and if the legislation which authorizes that class does not require approval. If the district claims state support for a contract class, approval of the class shall be obtained in the manner provided for classes of the same type, as provided in this article. Approval of the contract shall be obtained in the manner provided for by law.

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES DEC 19 1986